

DOCUMENT RESUME

ED 123 411

CE 007 149

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TITLE Identification of Performance-Oriented Competencies for Supervisors of Vocational Home Economics Education.
INSTITUTION Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.
PUB DATE Dec 75
NOTE 58p.
EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS Behavior Rating Scales; Behavior Standards; *Home Economics Education; *Performance Criteria; Post Secondary Education; Questionnaires; Secondary Education; Supervision; *Supervisor Qualifications; *Supervisors; Vocational Education

ABSTRACT

The study was conducted to determine the performance requirements or behavior competencies expected of supervisors of home economics education which may be used as guidelines in developing a competency-based curriculum for the preparation of supervisors of vocational home economics education. Seven major concepts about supervision were identified and a guiding principle for each concept was developed. The concepts relate to: research, innovation, design, dissemination, demonstration, trial, and implementation. After screening and field testing two questionnaires, asking for ranking of basic principles and concepts related to the seven concepts, were sent to administrators, supervisors, teacher educators, supervising teachers, and general supervisors from colleges and secondary schools. Out of a sample of 174 individuals, 125 responded to the first questionnaire; of these 125 participants, 106 responded to the second questionnaire. Responses showed: (1) that all seven basic principles received consensus ratings of important or essential from 90% or more of the respondents, and (2) identified 74 of the 140 competencies related to the major concepts as important or essential. Several questions raised by the study are presented. A seven-page bibliography and a glossary are included. Agencies and institutions represented in the study and the questionnaires used are appended. (Author/EC)

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MONOGRAPH: IDENTIFICATION OF PERFORMANCE-ORIENTED COMPETENCIES

FOR SUPERVISORS OF VOCATIONAL HOME ECONOMICS EDUCATION

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KNOXVILLE, TENNESSEE

December, 1975

CE 007149-

PREFACE

This monograph is another effort by the Tennessee Research Coordinating Unit for Vocational Education to support and disseminate results of relevant research in vocational education.

The study was undertaken in an effort to identify competencies of vocational home economics education supervisors which could serve as guidelines in developing competency-based curricula. An in-depth report, including a series of tables, as well as a condensed report of the study are available on request from the Tennessee RCU.

It is hoped that the procedures and findings summarized in this report will prove helpful to both researchers and practitioners in planning and decision-making for vocational education. Questions and comments pertaining to this project report are welcome.

Garry R. Bice
RCU Director

ACKNOWLEDGMENTS

Gratitude is expressed to members of the screening committee and the field testing group, and to all those individuals participating in this study for the valuable assistance given.

Constructive suggestions of the following professors, The University of Tennessee, who reviewed the research report were greatly appreciated: Dr. Nell P. Logan, Professor and Chairman, Home Economics Education; Dr. Walter A. Cameron, Associate Professor, Research Coordinating Unit; Dr. Larry W. Hughes, Professor, Educational Administration and Supervision; Dr. John T. Lovell, Professor, Educational Administration and Supervision; and Dr. Melvin D. Miller, Head, Department of Vocational-Technical Education.

Recognition is due, also, to other personnel of the Research Coordinating Unit for their cooperation and assistance in secretarial and computer services, particularly L. Lynn Guess for computer programming and help in interpreting statistical data secured.

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I. INTRODUCTION

Supervision, when effective, contributes to the development of professional competence of teachers and fosters desired educational change. Three dilemmas of supervision to be confronted before teaching will be improved, according to Newton (1972), are: (a) confusion arising from supervision by process rather than by outcome--that is, supervisory judgments based on what teachers do rather than on the effects of what they do; (b) tension from supervision as evaluation, or appraisal of teacher effectiveness, as compared to supervision for exploring the personal growth and professional development of the teacher; and (c) conflict from contradictory assumptions of the teacher and the supervisor regarding ideal teaching behavior--sometimes imposed behavior which is neither understood nor subscribed to by the teacher.

The primary purpose of the supervisor, as a change agent, is to facilitate the improvement of instruction. Loftis and Ray (1974) challenged teacher educators to prepare vocational teachers who are open-minded, democratic, and genuinely concerned for individuals. Vocational teachers are expected to "be willing and able to use themselves as instruments of change" (Loftis and Ray, p. 202). They are also concerned with preparing students for wage-earning occupations, by helping students to develop specific vocational competencies needed for securing, holding, and advancing in an occupation.

The supervision of student teaching, by whatever techniques and procedures used, is of major importance in teacher preparation. In relation to roles involved in the student-teaching situation, Nelson (1969, p. 616) reported that "Leonard (1965) found significant differences among

principals, supervising teachers, and college supervisors in role expectations and perceptions." Frequency of participation in evaluation, leadership, and program coordination were areas in which sharpest differences were evident.

A viable program of supervision will reflect competent leadership that facilitates growth and accomplishments of others congruent to educational, social, and environmental change. "Supervisory effectiveness is a function of a multiplicity of factors" (Wiles and Lovell, 1975, p. 306); thus an exploration of the basis for one's supervisory actions in any program of instructional supervision becomes essential.

With reference to the supervisor as a change agent, Hughes and Achilles (1971, p. 843) suggested that "the supervisor's role is probably not one of creating change, but rather one of facilitating a change process through an understanding of the several relatively well defined stages through which an idea moves. . . ." Clarification of three questions becomes pertinent at this point: (a) What is supervision? (b) What is the role or function of the supervisor? (c) What performances or behavior competencies are required of the supervisor? These questions form the basis for this study.

II. SUMMARY

Purpose

The purpose of the study was to determine the performance requirements, or behavior competencies, expected of supervisors of vocational home economics education which may be used as guidelines in developing a competency-based curriculum for the preparation of supervisors of vocational home economics education.

Research Questions

Five questions were developed that provided guidance to the study:

1. What basic functions of supervision should provide a conceptual framework for operationally defined role requirements of the supervisor of vocational home economics education?
2. What performance requirements, or behavior competencies, expected of the supervisor of vocational home economics education should provide a basis for developing instructional objectives?
3. What supervisory functions and behavior competencies expected of the home economics supervisor should provide guidelines for developing competency-based curricula for the preparation of supervisors?
4. Are there significant differences in the reactions of (a) the five major groups and (b) the nine sub-groups of participants to the supervisory functions and the behavior competencies of supervisors of home economics education?
5. What are the agreements and lack of agreements in the reactions of (a) the five major groups and (b) the nine sub-groups of participants, to the supervisory functions and behavior competencies of supervisors of vocational home economics education?

Assumptions

The following assumptions were made:

1. A definite need exists for professional assistance directed toward instructional improvement in vocational home economics education.

2. A stated theory of supervision would provide a basis for developing a competency-oriented curriculum for the preparation of supervisors of home economics education.

Methodology

Seven functions or major concepts about supervision were identified through a review of related literature and research, and a guiding principle was developed for each concept. The seven major concepts--an adaptation of the Guba-Clark change model--were related to research, innovation, design, dissemination, demonstration, trial, and implementation. Performance-oriented competencies identified from the literature were stated under each principle. There was no attempt to develop instructional objectives for each of the competency statements. Figures 1 and 2 (pp. 5,6) were developed as models of the proposed theory of supervision used in this study.

Six doctoral students from the Department of Vocational-Technical Education at The University of Tennessee, Knoxville, and five college and university faculty members served as a screening committee, reviewing the first draft of the instrument. Following suggested revisions, 11 home economics teacher educators from four universities participated in field testing of the instrument. Those institutions represented three regions of the United States Office of Education (III, V, and VII) adjoining Regions IV and VI.

Participants for the study were chosen from the United States Office of Education Regions IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee); and VI (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). The total sample was actually a stratified random sample. A modified Delphi Technique was used in the collection of data. A total of 125 people, 71.8 percent of the 174 potential participants, responded to the first questionnaire.

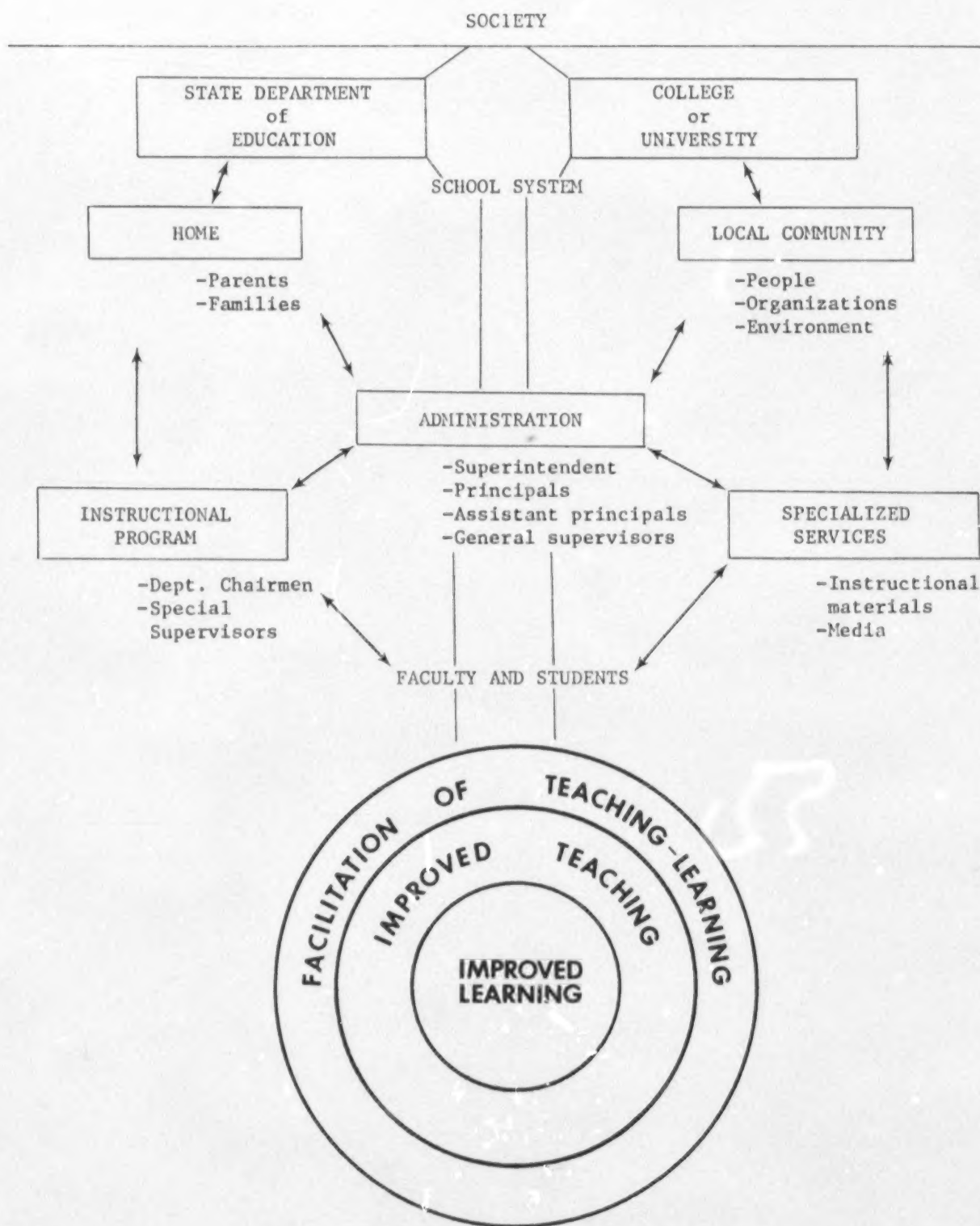


FIGURE 1. A CONCEPTUAL FRAMEWORK OF SUPERVISION

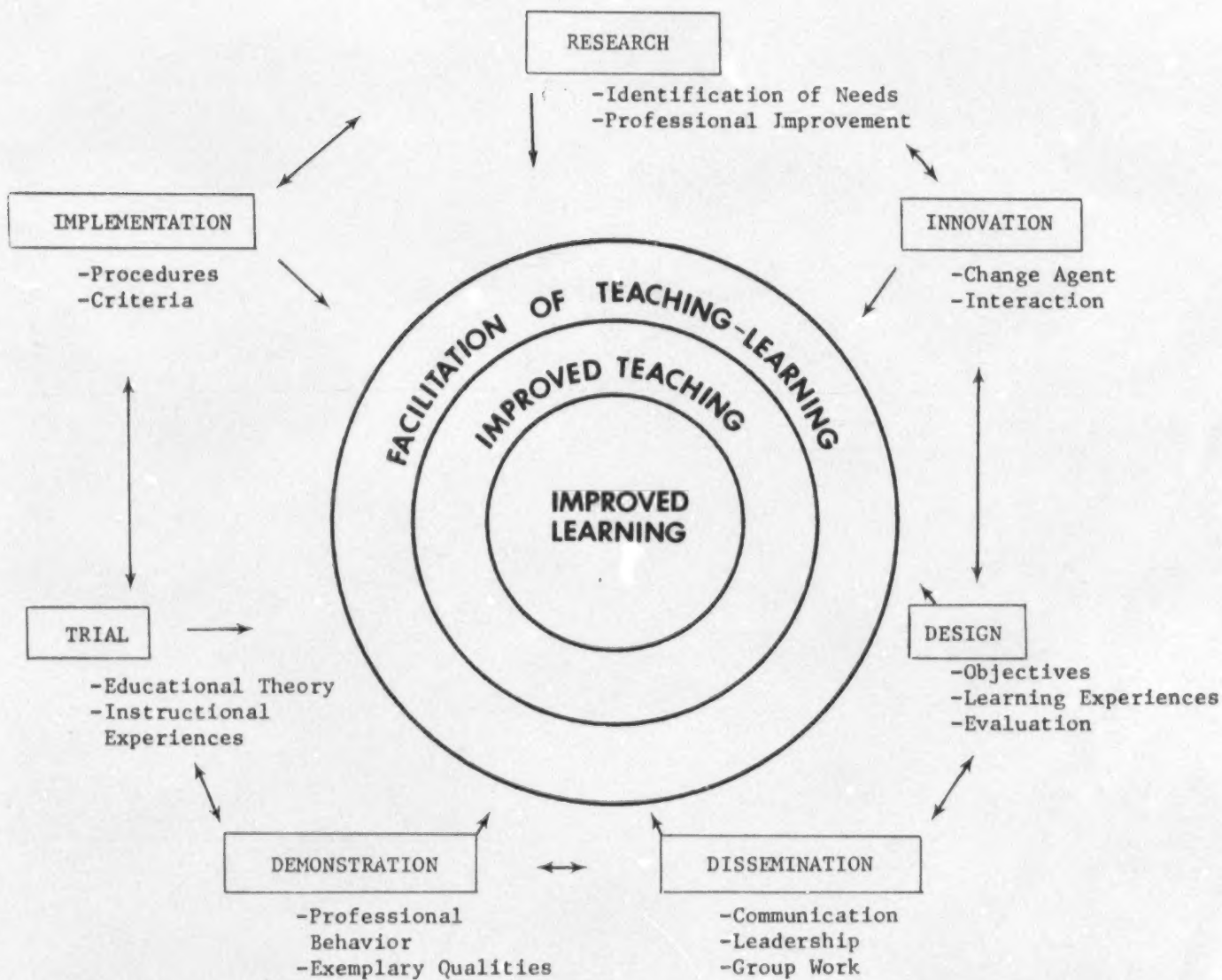


FIGURE 2. A CONCEPTUAL DESIGN OF THE SUPERVISORY SUBSYSTEM
(Adapted from the Guba-Clark Change Model)

Respondents consisted of five major groups divided into nine sub-groups, including the following: (a) administrators--state directors of vocational-technical education, and VTE directors of four-year colleges and universities; (b) supervisors--state, regional, and local (city or county) supervisors of vocational home economics education; (c) teacher educators--head teacher educators, and assistant teacher educators of VHEED; (d) supervising teachers of VHEED in the secondary schools; and (e) general supervisors or principals of the secondary schools. The state agencies, colleges and universities, and school districts represented by the respondents are shown in Appendix A.

Only statements receiving a consensus rating of 3 (important) or 4 (essential), and having at least an 80 percent majority of responses in the combined 3 and 4 ratings were retained in the original analysis of the data from the first questionnaire. A total of 18 statements were eliminated by these two criteria. Because of the high consensus, the proposed second Delphi probe of statements from the first instrument was eliminated. However, a second questionnaire of eight new statements submitted by participants was mailed to persons responding to the first instrument (see questionnaires, Appendix B). A total of 106 people, 84.8 percent of the 125 former respondents, completed and returned the second questionnaire. In the final analysis of the data from both questionnaires, only statements receiving a consensus rating of 3 or 4, and having at least a 90 percent majority of responses in the combined 3 and 4 ratings were retained.

The t-test was used to determine mean differences in responses at the 0.05 level of significance between and among major groups and the various sub-groups on statements in the two questionnaires used. Research findings relating to each of the seven basic principles and its competencies are presented.

Major Findings

All seven basic principles, intended for use as guidelines in developing a competency-based curriculum for the preparation of supervisors of vocational home economics education, received consensus ratings of important or essential from 90 percent or more of the total sample of respondents. A summary of the principles follows:

Principle 1: The supervisor should promote, conduct, and utilize educational research as a basis for curriculum development and revision, and for instructional improvement.

Principle 2: The supervisor should facilitate educational change by identifying and interpreting innovations and creative curricula activities that may be incorporated into a long-range plan.

Principle 3: The supervisor should help teachers to develop increasing competence in all phases of the teaching-learning process.

Principle 4: The supervisor should collaborate with the state department of education and other appropriate institutions and agencies in the dissemination of pertinent education information.

Principle 5: The supervisor should demonstrate a developing philosophy of education, life, and work in the application of principles of teaching and learning.

Principle 6: The supervisor should relate theory and practice in supervisory action.

Principle 7: The supervisor should be knowledgeable about educational policies approved by the state department of education, the state accreditation agency, the teacher education institution, and the local schools, and be skillful in utilizing procedures of implementation in accordance with those policies.

Seventy-four of the 140 behavior competencies from the two questionnaires also received consensus ratings of 3 (important) or 4 (essential), and had at least a 90 percent majority of responses in the combined 3 and 4 ratings. The 74 competencies are as follows, with each competency presented under the major concept and principle to which it relates.

RESEARCH: PRINCIPLE 1

Identification of Needs

The supervisor will be able to:

1. Exhibit understandings of individual and group needs, the environment, and trends in contemporary society as reported in research findings. (1)*
2. Become knowledgeable of characteristics and needs of teachers and students from different patterns of social and economic backgrounds and opportunities. (3)

Professional Improvement

The supervisor will be able to:

3. Analyze current literature and research as to the relevance of competency-based teacher education to improved teaching and learning. (5)
4. Help teachers utilize research findings to improve classroom teaching and to further own professional development. (7)
5. Provide encouragement and direction for meaningful in-service education. (9)
6. Evaluate the effectiveness of in-service education. (II-3)**

*Competency number on first questionnaire

**Competency number on second questionnaire

INNOVATION: PRINCIPLE 2

Change Agent

The supervisor will be able to:

7. Encourage teachers to determine needs of the local program as a basis for motivating change. (10)
8. Utilize differences among people to release the creative potential of individuals and channel it toward positive action and behavior. (11)
9. Assist teachers in the identification of informational sources that may provide new opportunities for innovations in teaching. (13)
10. Encourage a work atmosphere that promotes creative change in organizations and schools. (14)
11. Encourage projects that will provide visibility to new methods and materials for the improvement of teaching-learning. (16)
12. Establish realistic expectations of self as a potential change agent. (17)
13. Encourage positive attitudes toward change and innovation. (20)

Interaction

The supervisor will be able to:

14. Foster cooperative interaction in group planning, implementation, and evaluation among teachers. (22)
15. Initiate innovative practice through special pilot and demonstrational projects and programs. (II-4)
16. Support the development of innovations by teachers. (II-5)

DESIGN: PRINCIPLE 3

Objectives

The supervisor will be able to:

17. Help teachers to identify curricular prerogatives and needs. (26)
18. Guide teachers in developing the ability to formulate explicit objectives in the instructional program. (27)
19. Assist teachers in identifying relationships between the behaviors expected and evidences of attainment of those objectives. (28)
20. Encourage teachers to work toward attainment of their objectives and the objectives of the school system. (29)

21. Assist teachers in identifying and understanding the relationships among objectives, concepts, generalizations, learning experiences, student needs, and evaluation. (32)

Learning Experiences

The supervisor will be able to:

22. Cope with change as an inherent quality in planning learning experiences for the curriculum. (33)
23. Utilize basic principles of learning as a foundation for planning learning experiences. (34)
24. Assist teachers in applying relevant criteria in the selection of learning experiences for the curriculum. (35)
25. Assist teachers in organizing content and experiences to provide continuity and the interrelationships of learning. (36)
26. Display leadership in the cooperative development of new strategies and innovative techniques of teaching. (37)
27. Demonstrate an operational knowledge of the use of concepts in educational planning and implementation. (38)
28. Assist teachers in establishing an effective classroom environment for promoting learning, strengthening interpersonal relationships, and developing healthy social and emotional attitudes. (39)
29. Use individual conferences as an effective teaching-learning situation. (40)
30. Exhibit a sensitivity to people that will encourage them to accept constructive criticism. (41)
31. Assist teachers in the identification of educational experiences which contribute to the quality and depth of learning. (42)
32. Encourage the interrelationship of content (concepts) and learning experiences to student needs, abilities, and interests. (44)

Evaluation

The supervisor will be able to:

33. Analyze procedures used in the evaluation process and the quality of that process. (45)
34. Assist teachers in utilizing principles of evaluation as guidelines in determining progress being achieved. (48)
35. Assist in establishing a logical framework for use in evaluating teacher performance. (49)

36. Encourage teacher acceptance of responsibility relevant to affective learning and to accountability. (50)
37. Analyze own concept of the teaching process, to identify strengths and the points where revisions and changes are needed. (57)
38. Encourage utilization of evaluation results to modify teaching behavior and curricular planning. (61)

DISSEMINATION: PRINCIPLE 4

Communication

The supervisor will be able to:

39. Provide educational information about new ideas and new programs to pre-service and in-service groups. (62)
40. Encourage teacher participation in decision-making as a means of improving communication. (65)
41. Develop an objective sensitivity toward and an acceptance of others as a basis for improved understanding and communication. (66)
42. Maintain open channels of communication with co-workers throughout all levels of the educational program. (67)

Leadership

The supervisor will be able to:

43. Establish a feeling of confidence and security in the leadership of group work. (76)
44. Encourage group members to share leadership responsibilities within the group. (77)
45. Provide teachers and staff opportunities for involvement and for in-service education, to create a growing sense of awareness and to further professional development. (78)
46. Exhibit a commitment to leadership focused on improving the quality of education. (79)
47. Demonstrate qualities of creative leadership in performing the supervisory role. (80)
48. Analyze instruction jointly with the teacher after observation, at levels considered appropriate by teacher and supervisor. (82)

Group Work

The supervisor will be able to:

49. Provide opportunities for all participants in pre-service and in-service activities to experience some degree of satisfaction and success. (87)
50. Be skillful in guiding groups of teachers at pre-service and in-service levels, in identifying significant problems encountered and in articulating plans for improvement. (88)
51. Develop open communication systems in which freedom of expression by individuals and groups is encouraged and constant feedback is obtained. (90)
52. Encourage integrity and consistency in human relationships. (91)

DEMONSTRATION: PRINCIPLE 5

Professional Behavior

The supervisor will be able to:

53. Contribute leadership in demonstration programs and in-service education for groups of teachers. (92)
54. Focus leadership responsibility on those tasks relevant to instructional improvement. (93)
55. Interact with teachers and administrators in working toward unified professional objectives. (94)
56. Display flexibility in analyzing and evaluating the teaching process. (96)
57. Use basic principles as guidelines for decision-making in supervisory action. (97)
58. Encourage collaboration of schools, colleges and universities, and state departments of education in furthering the quality of teacher education at both pre-service and in-service levels. (99)

Exemplary Qualities

The supervisor will be able to:

59. Be keenly sensitive to various factors and situations which affect the quality of work achieved. (101)
60. Reflect professional behavior in the characteristics of consistency, objectivity, and technical competence. (102)
61. Exhibit a feeling for human values in attitudes toward others. (104)

62. Demonstrate integrity and professional ethics in interpersonal relationships with others. (105)
63. Express an educational philosophy relevant to the basic functions of supervision. (106)

TRIAL: PRINCIPLE 6

Educational Theory

None

Instructional Experiences

The supervisor will be able to:

64. Help teachers relate curriculum development to the concerns of particular individuals and groups in the school and community. (115)

IMPLEMENTATION: PRINCIPLE 7

Procedures

The supervisor will be able to:

65. Assist in the identification of a common set of competencies pertaining to planning, implementing, and evaluating innovative changes in the educational program. (119)
66. Provide for the education and re-education of teachers and staff, to ensure proficiency for involvement in the program. (125)
67. Plan for own continuous professional growth in a systematic way. (126)
68. Facilitate the use of improved techniques and materials in ongoing educational programs. (127)

Criteria

The supervisor will be able to:

69. Assist teachers in establishing criteria and the necessary conditions for implementing educational innovations. (128)
70. Encourage teacher decisions concerning changes to be implemented in classroom teaching. (131)
71. Encourage the planning and implementation of a curriculum relevant to the learner and the community. (132)

72. Work with the administration at all educational levels in implementing change. (II-6)
73. Help teachers implement ideas which they believe important in changing their curricula. (II-7)
74. Assist with changing from a subject-centered curriculum to a humanistic one. (II-8)

Summary: Principles and Competencies

Significant mean differences between the responses of major groups, as determined by the t-test at the 0.05 level of significance, occurred in two instances in relation to principle 1. Four pairs of sub-groups, though, differed significantly on the principle. Principle 1 and six of its 12 competencies, from questionnaires I and II, received consensus ratings of important or essential from 90 percent or more of the total sample of respondents.

There were no significant mean differences among major groups regarding the statement of principle 2, specifically, but two pairs of sub-groups disagreed on that principle. Principle 2 and ten of its 18 competencies received consensus ratings of important or essential from 90 percent or more of the total sample of respondents.

Only one pair of the major groups of respondents showed a significant mean difference in the responses to principle 3. Similarly, only one pair of the sub-groups differed significantly on that principle. Principle 3 and 22 of its 36 competencies received consensus ratings of important or essential from 90 percent or more of the total sample of respondents.

Three pairs of major groups of respondents disagreed on principle 4, while six pairs of sub-groups differed significantly on the principle. Principle 4 and 14 of its 30 competencies received consensus ratings of important or essential from 90 percent or more of the total sample of respondents.

Only one pair of major groups differed significantly on principle 5; likewise, only one such mean difference occurred between sub-groups in relation to that principle. Principle 5 and 11 of its 17 competencies received consensus ratings of important or essential from 90 percent or more of the total sample of respondents.

No significant mean differences were found between major groups with reference to principle 6 itself, but two pairs of sub-groups disagreed on the principle. Principle 6 and only one of its ten competencies received consensus ratings of important or essential from 90 percent or more of the total sample of respondents. Although the theory expressed in the principle was accepted by more than a 90 percent majority, a gap seemingly existed between that theory and perceptions of a majority of the respondents concerning practices described with the exception of competency 115.

No significant mean differences were identified among major groups or sub-groups of respondents in relation to principle 7, which along with ten of its 17 competencies received consensus ratings of important or essential from 90 percent or more of the total sample of respondents.

III. CONCLUSIONS

Based upon the findings of the study, the following conclusions related to the research questions can be drawn:

Research Question 1

- The seven major concepts of research, innovation, design, dissemination, demonstration, trial, and implementation, along with the seven guiding principles of supervision, provide a conceptual framework for operationally defining major roles of the supervisor of home economics education.

Research Question 2

- The 74 behavior competencies receiving consensus ratings of important or essential from 90 percent or more of the total sample of respondents provide a basis for developing instructional objectives for the preparation and/or professional improvement of home economics supervisors.

Research Question 3

- The seven major principles of supervision and the 74 behavior competencies may be used as guidelines for developing competency-based curricula for the preparation of supervisors, at both pre-service and in-service levels.

Research Question 4

- There were significant differences among the total group of respondents on mean ratings of six of the seven principles. No such differences occurred among the major groups or sub-groups on principle 7.
- There were significant differences among the total group of respondents on mean ratings of the competencies. Among the major groups, such differences occurred on 51 of the 140 competencies; and among the sub-groups, on 92 of the 140 competencies.
- There were significant differences among the five major groups on mean ratings of four of the seven principles: 1, 3, 4 and 5.

Research Question 4 (cont'd)

- There were significant differences among the five major groups on mean ratings of two or more competencies under each of the seven principles.
- There were significant differences among the nine sub-groups on mean ratings of six of the seven principles: 1, 2, 3, 4, 5 and 6.
- There were significant differences among the nine sub-groups on mean ratings of six or more competencies under each of the seven principles.

Research Question 5

- Administrators of vocational-technical education, home economics supervisors, teacher educators of home economics, home economics supervising teachers, and general supervisors-principals differ in their perceptions of the role of the supervisor of home economics education. This conclusion is supported by significant mean differences reported in relation to major groups in the study.
- Noticeable differences in perception of the role of the home economics supervisor exist between and among state and university directors of vocational-technical education; state, regional, and local supervisors of home economics; head and assistant teacher educators of home economics; supervising teachers of home economics; and general supervisors-principals. This conclusion is supported by significant mean differences reported in relation to sub-groups in the study.
- There is considerable agreement between and among major groups and sub-groups of professional educators concerning expectations of the home economics supervisor. Consensus ratings of important or essential, given to the seven guiding principles of supervision and the 74 behavior competencies, by 90 percent or more of the total sample of respondents support this conclusion.

IV. ISSUES

Results of the study reveal a number of unanswered questions or issues, some of which may deserve further consideration:

Research: Principle 1

- Should experimental and/or action research projects be planned in which teacher educators, supervisors, and high school teachers may be involved as participants?

Innovation: Principle 2

- Do supervisors, administrators, and assistant teacher educators feel there is need for more assistance to teachers concerning the initiation and incorporation of educational change in teaching and curriculum planning?
- To what extent do the day-to-day responsibilities of the various groups of respondents contribute to different perceptions of supervisory roles?

Design: Principle 3

- Are administrators of vocational-technical education more aware of the need for expansion of occupational home economics programs than are individuals who work more specifically in home economics education?

Dissemination: Principle 4

- To what degree is the process of dissemination recognized by professional educators as a means of furthering awareness of an innovation?
- To what extent are barriers in the communication process limiting the scope and quality of interaction desired?
- How does the instructional leadership provided contribute to group goals and to releasing capabilities of potential leaders within a given group?
- What additional opportunities for strengthening group work should be explored as a basis for further clarification of supervisory roles in dissemination?
- Does the urgency of numerous responsibilities to which the local supervisor must give precedence point up the minimal time and effort that can be expended in facilitating communication, leadership, and group work in a program of instructional supervision?

- Does the proximity of the local supervisor to the operation of the vocational home economics program in the school and community broaden his/her awareness of the need for better dissemination of educational information?
- Can recognition, by state supervisors and the university directors, of advantages derived from collaboration of the local supervisors with the state department of education and other agencies help to expand and improve the dissemination process in regard to vocational education?

Demonstration: Principle 5

- Can a person do effective supervision if he/she cannot do quality teaching?
- How are various types of organizational models and opportunities for assessing new ideas being utilized in the demonstration process of innovative change in home economics supervision?
- In what ways can apprehensiveness or the possible fear of failure be so assuaged that teachers and supervisors alike will show increasing willingness to do intensive experimentation with new or different ideas and procedures in their professional roles?

Trial: Principle 6

- What causes the existing gap between basic theory and educational practices in supervision?

Implementation: Principle 7

- In what ways are administrative, supervisory, and community support provided and coordinated to facilitate the initiation and implementation of educational change in local programs of vocational home economics education?

V. IMPLICATIONS

In light of the findings of this study, the following implications are offered:

- Teacher education departments should consider the feasibility of using the seven guiding principles and 74 behavior competencies as an approach to a competency-oriented curriculum for the preparation of instructional supervisors of home economics.
- Assessment should be made of the relationship between a stated theory of supervision and the supervisory practices used, to determine the extent to which a theory-practice gap exists. Efforts should be made to minimize that gap in the process of implementing planned change.
- The process of supervision should reflect a coordinated effort among administrators, supervisors, and teachers to further communication among all persons concerned. Although some differences in expectations of the supervisor's role may be desirable and may well be anticipated, there should be enough consensus between the supervisor and "significant others" to prevent confusion and discouragement on the part of the supervisor and the teachers with whom he/she works.
- Programs of in-service education should be planned and implemented to provide continuous, up-to-date preparation of supervisory personnel.
- Home economics supervisors should be encouraged to become increasingly involved in pertinent research activities and inquiries, and in the utilization and dissemination of findings. Assistance should be provided, as needed, by professional personnel with research competence or through small research planning teams.

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GLOSSARY

The following terms are defined as used in this study:

Competencies. The behaviors or outcomes (knowledge, attitudes, abilities, and values) expected to be acquired and demonstrated by the supervisor.

Change model. A descriptive or graphical framework showing relationships between and among elements of a theory or major concept.

Supervision. An educational process designed to facilitate teaching and learning.

Supervisor. Consultant or coordinator of home economics at the state, regional, or local (city or county) level.

Supervising teacher. A high school teacher of vocational home economics who serves as the local supervisor of student teachers assigned to that school.

Major groups. Five main groups of respondents: (a) administrators of vocational-technical education (VTE), (b) supervisors of vocational home economics education (VHEED), (c) teacher educators of VHEED in institutions approved by the State Board for Vocational Education for preparation of teachers of vocational home economics, (d) supervising teachers of VHEED in the secondary schools, and (e) general supervisors or principals of the secondary schools.

Sub-groups. Nine groups composing the five major groups: (a) state VTE directors, (b) VTE directors of four-year colleges and universities, (c) state VHEED supervisors, (d) regional VHEED supervisors, (e) local VHEED supervisors, (f) head VHEED teacher educators, (g) assistant VHEED teacher educators, (h) supervising teachers of VHEED in the secondary schools, and (i) general supervisors or principals of the secondary schools.

APPENDIX A

STATE AGENCIES, COLLEGES AND UNIVERSITIES, AND SCHOOL DISTRICTS

REPRESENTED BY RESPONDENTS IN THE STUDY

STATE AGENCIES REPRESENTED BY RESPONDENTS IN THE STUDY

REGION IV

Division of Vocational Education
State Department of Education
Montgomery, Alabama 36104

Division of Vocational, Technical, and Adult Education
State Department of Education
Tallahassee, Florida 32304

Division of Adult and Vocational Education
State Department of Education
Atlanta, Georgia 30334

Bureau of Vocational Education
State Department of Education
Frankfort, Kentucky 40601

Division of Vocational and Technical Education
State Department of Education
Jackson, Mississippi 39205

Division of Vocational Education
Department of Public Instruction
Raleigh, North Carolina 27602

Division of Vocational Education
State Department of Education
Columbia, South Carolina 29201

Division of Vocational-Technical Education
State Department of Education
Nashville, Tennessee 37219

REGION VI

Division of Vocational, Technical, and Adult Education
State Department of Education
Little Rock, Arkansas 72201

Division of Vocational Education
State Department of Education
Baton Rouge, Louisiana 70804

Division of Vocational-Technical Education
State Department of Education
Santa Fe, New Mexico 87501

Oklahoma State Department of Vocational and Technical Education
State Department of Education
Oklahoma City, Oklahoma 73105

Division of Vocational and Technical Education
Texas Education Agency
Austin, Texas 78701

COLLEGES AND UNIVERSITIES REPRESENTED BY RESPONDENTS IN THE STUDY

REGION IV

Auburn University
Auburn, Alabama 36830

Florence State University
Florence, Alabama 35630

University of Montevallo
Montevallo, Alabama 35115

University of Alabama
University, Alabama 35486

Florida State University
Tallahassee, Florida 32306

University of Georgia
Athens, Georgia 30602

Berry College
Mount Berry, Georgia 30149

Western Kentucky University
Bowling Green, Kentucky 42101

University of Kentucky
Lexington, Kentucky 40506

Morehead State University
Morehead, Kentucky 40351

Murray State University
Murray, Kentucky 42071

Mississippi State College for Women
Columbus, Mississippi 39701

Mississippi Southern University
Hattiesburg, Mississippi 39401

Alcorn A. & M. College
Lorman, Mississippi 39096

University of North Carolina
at Greensboro
Greensboro, North Carolina 27412

East Carolina University
Greenville, North Carolina 27834

Erskine College
Due West, South Carolina 29639

South Carolina State University
Orangeburg, South Carolina 29115

Winthrop College
Rock Hill, South Carolina 29730

The University of Tennessee
Knoxville, Tennessee 37916

The University of Tennessee
Martin, Tennessee 38237

Memphis State University
Memphis, Tennessee 38152

Middle Tennessee State University
Murfreesboro, Tennessee 37130

Tennessee State University
Nashville, Tennessee 37209

REGION VI

Ouachita Baptist University
Arkadelphia, Arkansas 71924

State College of Arkansas
Conway, Arkansas 72032

The University of Arkansas
Fayetteville, Arkansas 72701

Harding College
Searcy, Arkansas 72144

Louisiana State University
Baton Rouge, Louisiana 70802

University of New Mexico
Albuquerque, New Mexico 87131

New Mexico State University
Las Cruces, New Mexico 88003

New Mexico Highlands University
Las Vegas, New Mexico 87701

Oklahoma State University
Stillwater, Oklahoma 74074

Sam Houston State University
Huntsville, Texas 77340

Texas Technological University
Lubbock, Texas 79909

Baylor University
Waco, Texas 76703

SCHOOL DISTRICTS REPRESENTED BY RESPONDENTS IN THE STUDY

REGION IV

Jefferson County Board of Education
Tarrant, Alabama 35217

Deshler High School
Tuscumbia, Alabama 35674

Pinellas County
Clearwater, Florida 33518

Wakulla High School
Crawfordville, Florida 32327

Orange County Schools
Orlando, Florida 32802

Richmond County Schools
Augusta, Georgia 30904

Sego Junior High School
Augusta, Georgia 30906

Douglasville High School
Douglasville, Georgia 30134

Chatham-Savannah Schools
Savannah, Georgia 31401

Nicholas County High School
Carlisle, Kentucky 40311

Park City High School
Park City, Kentucky 42160

Vicksburg Public Schools
Vicksburg, Mississippi 39180

Rich County School District I
Columbia, South Carolina 29204

York High School
York, South Carolina 29745

Dickson County High School
Dickson, Tennessee 37055

Memphis Board of Education
Memphis, Tennessee 38112

Sheffield High School
Memphis, Tennessee 38118

Metropolitan Board of Education
Nashville, Tennessee 37204

REGION VI

Jefferson Parish School Board
Gretna, Louisiana 70053

McKinley Junior High School
Albuquerque, New Mexico 87110

West Las Vegas Schools
Las Vegas, New Mexico 87701

Oklahoma City Public Schools
Oklahoma City, Oklahoma 73106

Charles Page High School
Sand Springs, Oklahoma 74063

Tulsa City Schools
Tulsa, Oklahoma 74145

Killeen High School
Killeen, Texas 76541

West High School
West, Texas 76691

APPENDIX B
QUESTIONNAIRES I AND II

IDENTIFICATION OF PERFORMANCE-ORIENTED COMPETENCIES FOR SUPERVISORS
OF VOCATIONAL HOME ECONOMICS EDUCATION

Name _____ Date _____
Institution _____ Position _____
Address _____

A major purpose of supervision, as a change agent, is to provide leadership for the improvement of instruction. Different interpretations of the role of the supervisor have produced confusion at times regarding the competencies of a person in that position. In your judgment, what competencies does a supervisor of vocational home economics need to have? The term supervisor as used here includes state, regional, and local (city or county) supervisors; college supervisors; and supervising teachers.

This instrument has been organized around seven supervisory functions, or major concepts. A basic principle is presented for each major concept and is followed by several statements of intermediate behavioral objectives, or competencies, expected of the supervisor of vocational home economics education.

Directions: Please indicate your opinion as to the importance of each of the statements concerning the supervisor's responsibilities by circling the appropriate number opposite the statement. Suggest other statements which you believe should be added or revisions that should be made. The level of importance is to be indicated by the following scale:

- 4 Essential
- 3 Important
- 2 Some Importance
- 1 No Importance
- 0 Do Not Know

RESEARCH

Principle 1: The supervisor should promote, conduct, and utilize educational research as a basis for curriculum development and revision, and for instructional improvement.

Essential	Important	Some Import.	No Importance	Do Not Know
4	3	2	1	0

Identification of Needs

The supervisor will be able to:

1. Exhibit understandings of individual and group needs, the environment, and trends in contemporary society as reported in research findings.
2. Utilize research in assessing achievement and in identifying needs for improvement.

4	3	2	1	0
4	3	2	1	0

	Essential	Important	Some Import.	No Importance	Do Not Know
3. Become knowledgeable of characteristics and needs of teachers and students from different patterns of social and economic backgrounds and opportunities.	4	3	2	1	0
4. Analyze research findings relating to all phases of the educative process as a basis for self-improvement.	4	3	2	1	0

Others:

Professional Improvement

The supervisor will be able to:

5. Analyze current literature and research as to the relevance of competency-based teacher education to improved teaching and learning.	4	3	2	1	0
6. Encourage individual teachers to participate in cooperative research projects relevant to instructional and professional improvement.	4	3	2	1	0
7. Help teachers utilize research findings to improve classroom teaching and to further own professional development.	4	3	2	1	0
8. Engage in systematic and planned field testing of supervisory function and behavior.	4	3	2	1	0
9. Provide encouragement and direction for meaningful in-service education.	4	3	2	1	0

Others:

INNOVATION

Principle 2: The supervisor should facilitate educational change by identifying and interpreting innovations and creative curricula activities that may be incorporated into a long-range plan.

4 3 2 1 0

Change Agent

The supervisor will be able to:

10. Encourage teachers to determine needs of the local program as a basis for motivating change.	4	3	2	1	0
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	Essential	Important	Some Import.	No Importance	Do Not Know
11. Utilize differences among people to release the creative potential of individuals and channel it toward positive action and behavior.	4	3	2	1	0
12. Identify the influence of strongly held cultural values upon the acceptance or rejection of an educational innovation in the community.	4	3	2	1	0
13. Assist teachers in the identification of informational sources that may provide new opportunities for innovations in teaching.	4	3	2	1	0
14. Encourage a work atmosphere that promotes creative change in organizations and schools.	4	3	2	1	0
15. Identify ways of enabling individual teachers to engage in tasks of common concern, thereby contributing to group goals.	4	3	2	1	0
16. Encourage projects that will provide visibility to new methods and materials for the improvement of teaching-learning.	4	3	2	1	0
17. Establish realistic expectations of self as a potential change agent.	4	3	2	1	0
18. Recognize that designated stages in the supervisory process may occur in a different order and in a different way for some individuals.	4	3	2	1	0
19. Encourage school systems to reward change and innovation.	4	3	2	1	0
20. Encourage positive attitudes toward change and innovation.	4	3	2	1	0

Others:

Interaction

The supervisor will be able to:

21. Engage in face-to-face exchanges with individuals to encourage favorable attitudes toward innovation.	4	3	2	1	0
22. Foster cooperative interaction in group planning, implementation, and evaluation among teachers.	4	3	2	1	0
23. Utilize interpersonal competencies and professional skills to encourage learning situations that foster student and teacher development.	4	3	2	1	0

	Essential	Important	Some Import.	No Importance	Do Not Know
24. Create situations in which individuals can interact with others in an intelligent and supportive manner on problems of mutual concern.	4	3	2	1	0

25. Provide interaction models for personnel.	4	3	2	1	0
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Others:

DESIGN

Principle 3: The supervisor should help teachers to develop increasing competence in all phases of the teaching-learning process.	4	3	2	1	0
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Objectives

The supervisor will be able to:

26. Help teachers to identify curricular prerogatives and needs.	4	3	2	1	0
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27. Guide teachers in developing the ability to formulate explicit objectives in the instructional program.	4	3	2	1	0
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28. Assist teachers in identifying relationships between the behaviors expected and evidences of attainment of those objectives.	4	3	2	1	0
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29. Encourage teachers to work toward attainment of their objectives and the objectives of the school system.	4	3	2	1	0
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30. Aid the teacher in formulating instructional objectives according to criteria established for such objectives.	4	3	2	1	0
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31. Perceive learning as an individual matter determined primarily by the internal needs, values, perceptions, and motivations of the individual.	4	3	2	1	0
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32. Assist teachers in identifying and understanding the relationships among objectives, concepts, generalizations, learning experiences, student needs, and evaluation.	4	3	2	1	0
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Others:

Learning Experiences

The supervisor will be able to:

	Essential	Important	Some Import.	No Importance	Do Not Know
33. Cope with change as an inherent quality in planning learning experiences for the curriculum.	4	3	2	1	0
34. Utilize basic principles of learning as a foundation for planning learning experiences.	4	3	2	1	0
35. Assist teachers in applying relevant criteria in the selection of learning experiences for the curriculum.	4	3	2	1	0
36. Assist teachers in organizing content and experiences to provide continuity and the interrelationships of learning.	4	3	2	1	0
37. Display leadership in the cooperative development of new strategies and innovative techniques of teaching.	4	3	2	1	0
38. Demonstrate an operational knowledge of the use of concepts in educational planning and implementation.	4	3	2	1	0
39. Assist teachers in establishing an effective classroom environment for promoting learning, strengthening interpersonal relationships, and developing healthy social and emotional attitudes.	4	3	2	1	0
40. Use individual conferences as an effective teaching-learning situation.	4	3	2	1	0
41. Exhibit a sensitivity to people that will encourage them to accept constructive criticism.	4	3	2	1	0
42. Assist teachers in the identification of educational experiences which contribute to the quality and depth of learning.	4	3	2	1	0
43. Help teachers to develop a "problem-analysis-solution" way of thinking in daily teaching activities.	4	3	2	1	0
44. Encourage the interrelationship of content (concepts) and learning experiences to student needs, abilities, and interests.	4	3	2	1	0

Others:

Evaluation

The supervisor will be able to:

	Essential	Important	Some Import.	No Importance	Do Not Know
45. Analyze procedures used in the evaluation process and the quality of that process.	4	3	2	1	0
46. Analyze teacher and student input as indices of progress or lack of progress.	4	3	2	1	0
47. Help teachers to interpret student meanings in the context in which ideas are presented.	4	3	2	1	0
48. Assist teachers in utilizing principles of evaluation as guidelines in determining progress being achieved.	4	3	2	1	0
49. Assist in establishing a logical framework for use in evaluating teacher performance.	4	3	2	1	0
50. Encourage teacher acceptance of responsibility relevant to affective learning and to accountability.	4	3	2	1	0
51. Assist in the selection and development of evaluation tools for assessing progress toward established objectives.	4	3	2	1	0
52. Encourage use of the occupational criterion in evaluating supervised work experience programs.	4	3	2	1	0
53. Provide feedback to teachers to show relationship of student response to teaching and learning.	4	3	2	1	0
54. Provide opportunities for teachers to assess their own professional achievements.	4	3	2	1	0
55. Demonstrate ability to differentiate between the means and the ends of an educational endeavor.	4	3	2	1	0
56. Help teachers to develop awareness of their non-verbal and verbal behaviors.	4	3	2	1	0
57. Analyze own concept of the teaching process, to identify strengths and the points where revisions and changes are needed.	4	3	2	1	0
58. Help teachers and co-workers establish a frame of reference as a basis for examining a learning situation.	4	3	2	1	0
59. Assist in the follow-up instructional program for beginning teachers.	4	3	2	1	0

	Essential	Important	Some Import.	No Importance	Do Not Know
60. Make provision for objective feedback on supervisory behavior as a basis for analyzing behavior.	4	3	2	1	0
61. Encourage utilization of evaluation results to modify teaching behavior and curricular planning.	4	3	2	1	0

Others:

DISSEMINATION

Principle 4: The supervisor should collaborate with the state department of education and other appropriate institutions and agencies in the dissemination of pertinent educational information.

4 3 2 1 0

Communication

The supervisor will be able to:

62. Provide educational information about new ideas and new programs to pre-service and in-service groups.	4	3	2	1	0
63. Interpret research findings and their application in the instructional program.	4	3	2	1	0
64. Assist teachers, administrators, and local agencies in coordinating their efforts to improve communications and to strengthen professional leadership.	4	3	2	1	0
65. Encourage teacher participation in decision-making as a means of improving communication.	4	3	2	1	0
66. Develop an objective sensitivity toward and an acceptance of others as a basis for improved understanding and communication.	4	3	2	1	0
67. Maintain open channels of communication with co-workers throughout all levels of the educational program.	4	3	2	1	0
68. Encourage reciprocal role expectations of the supervisor and the teacher which contribute to satisfactory supervisor-teacher relationships.	4	3	2	1	0
69. Differentiate between the teacher's expectations and those of the local school and community concerning the role of the teacher.	4	3	2	1	0
70. Recognize various stages in the change process and own role in facilitating that process.	4	3	2	1	0

	Essential	Important	Some Import.	No Importance	Do Not Know
71. Help teachers to develop a sensitivity to new meanings and to new arrangements of familiar ideas in education.	4	3	2	1	0

Others:

Leadership

The supervisor will be able to:

72. Focus leadership on the concerns or purposes of a group or an individual rather than solely on manipulative procedures.	4	3	2	1	0
73. Facilitate the teaching-learning process, providing conditions under which all concerned may participate in resolving a common problem.	4	3	2	1	0
74. Establish workable guidelines for the individual conference between teacher and supervisor, to promote mutual respect and understanding.	4	3	2	1	0
75. Serve as a resource person in the local schools when such assistance is needed and considered relevant.	4	3	2	1	0
76. Establish a feeling of confidence and security in the leadership of group work.	4	3	2	1	0
77. Encourage group members to share leadership responsibilities within the group.	4	3	2	1	0
78. Provide teachers and staff opportunities for involvement and for in-service education, to create a growing sense of awareness and to further professional development.	4	3	2	1	0
79. Exhibit a commitment to leadership focused on improving the quality of education.	4	3	2	1	0
80. Demonstrate qualities of creative leadership in performing the supervisory role.	4	3	2	1	0
81. Encourage educational experiences that help individuals to develop a positive view of self.	4	3	2	1	0
82. Analyze instruction jointly with the teacher after observation, at levels considered appropriate by teacher and supervisor.	4	3	2	1	0

	Essential	Important	Some Import.	No Importance	Do Not Know
83. Demonstrate leadership and acceptance of responsibility in selected professional organizations.	4	3	2	1	0
84. Develop publications for the dissemination of pertinent information.	4	3	2	1	0
Others:					

Group Work

The supervisor will be able to:

85. Encourage participants to identify values, specific objectives, and criteria for appraising outcomes acceptable to the group.	4	3	2	1	0
86. Help teachers to recognize that the effectiveness of group work is influenced by identification with the group, and by assumption of responsibility for outcomes sought.	4	3	2	1	0
87. Provide opportunities for all participants in pre-service and in-service activities to experience some degree of satisfaction and success.	4	3	2	1	0
88. Be skillful in guiding groups of teachers at pre-service and in-service levels, in identifying significant problems encountered and in articulating plans for improvement.	4	3	2	1	0
89. Plan a continuous program of in-service education based upon identified problems, needs, and interests of teachers to improve technical and professional competence.	4	3	2	1	0
90. Develop open communication systems in which freedom of expression by individuals and groups is encouraged and constant feedback is obtained.	4	3	2	1	0
91. Encourage integrity and consistency in human relationships.	4	3	2	1	0

Others:

DEMONSTRATION

<u>Principle 5:</u> The supervisor should demonstrate a developing philosophy of education, life, and work in the application of principles of teaching and learning.	4	3	2	1	0
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Professional Behavior

The supervisor will be able to:

	Essential	Important	Some Import.	No Importance	Do Not Know
92. Contribute leadership in demonstration programs and in-service education for groups of teachers.	4	3	2	1	0
93. Focus leadership responsibility on those tasks relevant to instructional improvement.	4	3	2	1	0
94. Interact with teachers and administrators in working toward unified professional objectives.	4	3	2	1	0
95. Demonstrate the performance behavior desired of a teacher.	4	3	2	1	0
96. Display flexibility in analyzing and evaluating the teaching process.	4	3	2	1	0
97. Use basic principles as guidelines for decision-making in supervisory action.	4	3	2	1	0
98. Demonstrate new and emerging techniques of teaching to acquaint teachers with these innovations.	4	3	2	1	0
99. Encourage collaboration of schools, colleges and universities, and state departments of education in furthering the quality of teacher education at both pre-service and in-service levels.	4	3	2	1	0
100. Develop plans to meet needs of professionals in specialization and related areas.	4	3	2	1	0

Others:

Exemplary Qualities

The supervisor will be able to:

101. Be keenly sensitive to various factors and situations which affect the quality of work achieved.	4	3	2	1	0
102. Reflect professional behavior in the characteristics of consistency, objectivity, and technical competence.	4	3	2	1	0
103. Focus on tasks to be accomplished, minimizing feelings of insecurity and disapproval on the part of teachers.	4	3	2	1	0

	Essential	Important	Some Importance	No Importance	Do Not Know
104. Exhibit a feeling for human values in attitudes toward others.	4	3	2	1	0
105. Demonstrate integrity and professional ethics in interpersonal relationships with others.	4	3	2	1	0
106. Express an educational philosophy relevant to the basic functions of supervision.	4	3	2	1	0
107. Become involved as a citizen of the community and state, according to own perception of that responsibility.	4	3	2	1	0
108. Assist in individual and team efforts for community improvement.	4	3	2	1	0

Others:

TRIAL

Principle 6: The supervisor should relate theory and practice in supervisory action.

4 3 2 1 0

Educational Theory

The supervisor will be able to:

109. Assist teachers at pre-service and in-service levels in relating theoretical ideas and practices in classroom teaching.	4	3	2	1	0
110. Explore the implications of various theories of teaching and supervision.	4	3	2	1	0
111. Help teachers to identify reasons for stating a frame of reference, or rationale, in an educational endeavor.	4	3	2	1	0
112. Encourage teachers to analyze educational principles and practices in relation to established educational theories undergirding such experiences.	4	3	2	1	0
113. Assist teachers in utilizing a theoretical framework as background for curriculum development and revision.	4	3	2	1	0

	Essential	Important	Some Import.	No Importance	Do Not Know
114. Analyze student teaching experiences in relation to the application of educational theory.	4	3	2	1	0

Others:

Instructional Experiences

The supervisor will be able to:

115. Help teachers relate curriculum development to the concerns of particular individuals and groups in the school and community.	4	3	2	1	0
116. Assist teachers in the process of developing generalizations and applying them.	4	3	2	1	0
117. Encourage the provision of supervised field experiences throughout the undergraduate college years of a prospective teacher.	4	3	2	1	0
118. Foster individualization of the student teaching program based upon the needs of students and potentialities of the situation.	4	3	2	1	0

Others:

IMPLEMENTATION

Principle 7: The supervisor should be knowledgeable about educational policies approved by the state department of education, the state accreditation agency, the teacher education institution, and the local schools, and be skillful in utilizing procedures of implementation in accordance with those policies.

4 3 2 1 0

Procedures

The supervisor will be able to:

119. Assist in the identification of a common set of competencies pertaining to planning, implementing, and evaluating innovative changes in the educational program.	4	3	2	1	0
120. Provide conditions that will help teachers in clarifying and integrating objectives of the system, the individual, and the group.	4	3	2	1	0

	Essential	Important	Some Import.	No Importance	Do Not Know
121. Encourage an experimental approach in implementing basic principles and innovative ideas.	4	3	2	1	0
122. Assume the role of a reflecting and interpreting agent in working with experienced and prospective teachers.	4	3	2	1	0
123. Utilize ability of others to implement and analyze teaching experiences in the public schools.	4	3	2	1	0
124. Extend freedom to teachers in their implementation of ideas and assumption of responsibilities.	4	3	2	1	0
125. Provide for the education and re-education of teachers and staff, to ensure proficiency for involvement in the program.	4	3	2	1	0
126. Plan for own continuous professional growth in a systematic way.	4	3	2	1	0
127. Facilitate the use of improved techniques and materials in ongoing educational programs.	4	3	2	1	0

Others:

Criteria

The supervisor will be able to:

128. Assist teachers in establishing criteria and the necessary conditions for implementing educational innovations.	4	3	2	1	0
129. Establish a system of priorities to provide insight into interrelationships of educational experiences.	4	3	2	1	0
130. Analyze actions in relation to basic principles, or statements of theory, as a basis for effecting change.	4	3	2	1	0
131. Encourage teacher decisions concerning changes to be implemented in classroom teaching.	4	3	2	1	0
132. Encourage the planning and implementation of a curriculum relevant to the learner and the community.	4	3	2	1	0

Others:

Please return the completed form to the Tennessee RCU. A postage-paid, self-addressed envelope is enclosed for your use.

(Questionnaire II)

ADDITIONAL STATEMENTS OF COMPETENCIES OF SUPERVISOR OF HOME
ECONOMICS EDUCATION SUGGESTED BY RESPONDENTS

Instructions: Indicate your rating of each of the eight statements below by circling the appropriate number opposite the statement according to the following scale:

- | | | | |
|---|-----------------|---|---------------|
| 4 | Essential | 1 | No Importance |
| 3 | Important | 0 | Do Not Know |
| 2 | Some Importance | | |

RESEARCH

The supervisor will be able to:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Identify research problems related to instructional needs and curriculum development. | 4 | 3 | 2 | 1 | 0 |
| 2. Carry out research related to home economics education. | 4 | 3 | 2 | 1 | 0 |
| 3. Evaluate the effectiveness of in-service education. | 4 | 3 | 2 | 1 | 0 |

INNOVATION

The supervisor will be able to:

- | | | | | | |
|--|---|---|---|---|---|
| 4. Initiate innovative practice through special pilot and demonstrational projects and programs. | 4 | 3 | 2 | 1 | 0 |
| 5. Support the development of innovations by teachers. | 4 | 3 | 2 | 1 | 0 |

IMPLEMENTATION

The supervisor will be able to:

- | | | | | | |
|--|---|---|---|---|---|
| 6. Work with the administration at all educational levels in implementing change. | 4 | 3 | 2 | 1 | 0 |
| 7. Help teachers implement ideas which they believe important in changing their curricula. | 4 | 3 | 2 | 1 | 0 |
| 8. Assist with changing from a subject-centered curriculum to a humanistic one. | 4 | 3 | 2 | 1 | 0 |

PLEASE RETURN WITHIN ONE WEEK IN THE ENCLOSED ENVELOPE TO
TENNESSEE RCU.

Name:

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